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ABSTRACT

This final report describes accomplishments and activities of a four-year federally supported program to provide technical assistance and training focused on educational programming, language/communication, and assessment for children and youth with deaf blindness in Washington State. Overall, the state provided training to approximately 6,200 families and educators involved with 153 children identified with deaf blindness. The report is organized around the project's seven specific objectives: (1) identify children with deaf blindness; (2) facilitate the involvement of families in their children's education; (3) provide technical assistance to service providers of these children; (4) provide training to service providers; (5) disseminate information to families, service providers, and communities; (6) collaborate and coordinate with other state agencies; and (7) implement a process to monitor, evaluate, and refine the technical assistance services provided by the relevant state agency. The report details activities and outcomes for each of these objectives as well as problems encountered and implications for policy, practice, and research. Appended are the project management plan, the project's brochure, and a technical assistance evaluation form. (DB)

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FINAL PROJECT REPORT

WASHINGTON STATE SERVICES FOR CHILDREN WITH DEAF-BLINDNESS
(CFDA # 84.025A)

Project Award No. HO25A50018

OCTOBER 1, 1995 - SEPTEMBER 30, 1999

Project Director

Douglas H. Gill, Ed.D.
Director of Special Education

Special Education Unit

Superintendent of Public Instruction
Old Capitol Building FG-11
Olympia, Washington 98504-3211

Submitted by:

Marcia Fankhauser, Ed.D.
Project Manager

Subcontracted to:

Puget Sound Educational Service District
400 SW 152nd Street
Seattle, Washington 98166-2209

(206) 439-6937

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EC 307601

Washington State Services for Children with Deaf-Blindness

Executive Summary

1995 - 1999

During the past four project years approximately six thousand two hundred (6,200) Washington State families and educators (e.g., teachers, paraeducators, specialists, administrators) received technical assistance and training through Washington State Services for Children with Deaf-Blindness.[1] These individuals received six hundred thirty-one (631) site consultations and 1,125 phone consultations, and participated in 48 statewide and project arranged training. More than half of the recipients responded to the twice-yearly request for evaluation regarding the impact of technical assistance services. Those responding reported close to 1,400 positive changes for their deaf-blind child, their family, and educational staff.

Over the four years of the project the numbers of deaf-blind children identified on the project census ranged from 144 to 153 children, a 12 % increase. These deaf-blind children and youth attended school in 70 to 76 of the 296 public school districts in Washington State, two state schools for children who are deaf and blind/visually impaired, and private schools. The numbers of teams supporting the students ranged from approximately 127 to142. The top priorities of assistance were educational programming, language/communication, and assessment, in that order.

Project Description

The project goal was to ensure that families and educators have the necessary skills and information to effectively support the needs of their children with deaf-blindness. The specific objectives listed below were based on needs identified by parents, professionals and project technical assistance history. Seven objectives were developed as authorized under 34 CFR Part 307.11 Services for Children with Deaf-Blindness Program.

[1] This number reflects all participants. The count is duplicated.

- Identify children with deaf-blindness
- Facilitate the involvement of families in the education of their children with deaf-blindness
- Provide technical assistance to service providers of children with deaf-blindness
- Provide training to service providers
- Disseminate information to families, service providers, and communities
- Collaborate and coordinate with other state agencies
- Implement a process to monitor, evaluate and refine the technical assistance services provided by Washington State Services for Children with Deaf-Blindness

The grant was subcontracted to Puget Sound Educational Service District (PSESD), one of nine regional education agencies in the state to provide services statewide. Five individuals staffed the project. In addition to the project manager and assistant, two consultants—one in western Washington and one in eastern Washington—provided the primary technical assistance to families and educational teams. A parent was hired part time on the team as the family support provider. Her role was to partner with the staff in providing technical assistance primarily in responding to parent concerns, but not exclusively.

Context

Washington State has provided services to deaf-blind children for over 20 years through a combination of federal grants and state discretionary funding through the Office of the Superintendent of Public Instruction. Families of the children on the census are spread throughout the state with the availability and quality of services varying greatly from community to community. Eastern Washington is predominantly rural. The major urban areas are primarily on the western side of the Cascade Mountain Range with runs north and south between British Columbia, Canada and Oregon.

Children included on the census typically receive early intervention, educational, and vocational instruction in varied settings. These settings include integrated classrooms in local school districts (LEA) and college centers, self-contained classrooms in LEA programs, state schools for the deaf and blind, state residential schools, integrated and non-integrated developmental preschools, and home environments. The majority of teachers working with these children hold general special education degrees in

accordance with the State's generic special education certification requirements. Personnel in developmental centers and local education agencies (LEAs) providing service to birth-to-three year olds and trained in deaf-blindness are equally rare.

Providing responsive services to children with deaf-blindness, their families, and service providers in Washington necessitates consideration of a number of factors which are particularly characteristic of the state.

The state covers a large geographic area with numerous rural school districts, particularly in eastern Washington.

- The state covers 66,511 square miles and is predominantly rural in eastern Washington. The west side of the Cascade Mountain range is a mix of rural and urban centers. Approximately one-fourth of the total disabled students in the state resides in areas that would be identified as rural and remote. They are spread over a large area with considerable geographic barriers between them and the services available in the metropolitan areas.

- Families and service providers are also isolated by the spread of children throughout the state. Most often the child who is deaf-blind is perhaps the only dual sensory impaired child in the teacher's classroom. In the year prior to the start of this project, 135 children were served in 115 different classrooms/sites.

No university programs in the northwest offer a program to train teachers of children who are deaf-blind.

- The preservice programs in the state are of a generic special education nature. None of the universities has programs in hearing or vision impairments or deaf-blindness. Those colleges and universities that do have programs in severe disabilities do not generally address deaf-blindness.

- Educators in Washington State lack formal training to teach children with deaf-blindness. Deaf-blind children are served in classrooms for other children with and without disabilities. In a survey of the 115 teachers providing direct service to the 135 children on the 1993-94 census, only 3 teachers had formal training in deaf-blindness. Due to the generic special education training and certification of teachers in Washington State, teachers needed awareness of the impact of a dual sensory loss on all aspects of a child's development.

Children with deaf-blindness in Washington State were under-identified.

- Children with deaf-blindness in the State of Washington might have been *under-identified by as many as 65 to 155 children*. Expected numbers are based on approximately 2 children who are deaf-blind per every 1000 disabled students reported to the State Education Agency for LEAs in Washington. Based on this formula, Teaching Research published data suggesting that the 1993 Washington State census should range from 111 to 290 with a median count of 200.

- The project annually coordinates its census with the count of students reported to OSPI as "deaf-blind." School districts continue to identify and report the majority of children on the project census as "multi-disabled" rather than as "deaf-blind." While the project reported 135 children with deaf-blindness in December 1993, LEAs reported only 24 students as "deaf-blind." Several reasons exist for not reporting children as "deaf-blind." Among those are confusion over definition, the lack of staff or availability of staff to make the diagnosis, and the lack of knowledge of the effects of vision and hearing loss on communication, motor, mobility, and cognitive development and function.

Given the above context, project staff implemented the seven objectives. The following section summarizes the outcomes of project activities implemented between October 1, 1995 through September 30, 1999.

OBJECTIVES & OUTCOMES

1.0 Identify children with deaf-blindness

Over 1,000 project brochures were distributed yearly to school districts, birth-to-three agencies, and others through the mail or at conferences, etc. Four hundred fifty or more packets of information were mailed yearly as well. The project was listed in multiple brochures produced by other organizations, as well (e.g., Community Connections published by the Seattle Public Library but distributed throughout the state, a statewide brochure regarding vision services, etc.)

The census of children identified with deaf-blindness in Washington State for each of the four years of the grant was:

1995 = 148 (expected range 162 – 284)
1996 = 144
1997 = 150 (expected range 147 – 257)
1998 = 153

Washington's count of children who are deaf-blind is low when compared to the expectancy ranges for WA State based on .02% per 1000 of the total special education counts for the state.

Most referrals of new children to the project came from school districts with birth-to-three programs a close second. Approximately, 25 children were referred yearly. Over 10 of those referred qualified yearly, about 2 per year did not qualify, the remaining referrals were not completed by the referring agency/parent, or were carried over into the following year.

Over the four-year period nearly 6,000 calls were received on the project 800 # phone line.

2.0 Facilitate the involvement of families in the education of their children with deaf-blindness

The project involved families in a number of ways:

Advisory Committee – 3 parents were members of the committee representing different age groups, etiologies of deaf-blindness, and state geographical location.

Resource Directory – All families received copies of the DBLink/NFADB Resource Directory. A WA State family and resource directory was distributed as well.

Counseling
A certified counselor provided over 170 individual family counseling sessions.

2.0 continued

At-home consultation – Approximately 40 home visits were provided to discuss family needs.

Educational team – Approximately 550 parents participated with project staff at meetings with their educational teams.

Multi-team training – Parents were part of five to six teams with similar needs that were brought in each of the four years to receive training in communication, mobility, and active learning.

National/Local Training – 22 parents were sent to national conferences, including CHARGE, SOFT, National D-B Conference, National Federation of the Blind, TRACES, and the National Family Association for D-B & Helen Keller National Center workshops. Seven others were supported in attending training in state offered by Hilton-Perkins, Families Together, and the Summer Institute.

Family Support Partner – A parent from the project worked with the staff as our FSP in providing support and technical assistance to other families.

Parent Organizations –

A project representative served on the Family Educator Partnership Project advisory committee for the past two years

Parents and Friends Together for People with deaf-Blindness –

13 Parents received leadership training during a weekend in September 1999 co-sponsored by the parent organization, the National Technical Assistance Consortium, and the project. Priorities for the parent organization were established and the organizational structure reconstituted.

Project staff wrote articles, assisted with editing, and two to three times per year mailed the parent organization newsletter to all families of deaf-blind children in WA State.

Weekend Family Workshops

Usher Family Weekends – Three weekend workshops were held for families of children with Usher syndrome from multiple states. 46 parents/adult family members attended the workshops from WA, Oregon, California, New Mexico, and Arizona. 29 children/youth with deaf-blindness attended along with siblings. Many adults with Usher syndrome were involved in the weekends with the purpose of providing information and modeling for all attendees.

An additional support group was provided to students with Usher syndrome who attend WA School for the Deaf in the spring of 1999, and a support group was provided their parents.

2.0 continued

Another one-day consultation was provided a student with Usher syndrome. Arrangements were made by the project for the student to spend a day with an adult with Usher syndrome to answer questions and model independence

Annual Family Weekend – A family weekend was held each of the four years of the grant. One hundred fourteen (114) parents/guardians attended with their 170 children (deaf-blind children and their siblings). The weekends involved parent to parent group and individual support, information and resources, and a children's program involving activities for the broad range of interests and abilities.

During the first year, professional training for nine birth-to-three providers was integrated into the weekend.

3.0 Provide technical assistance to service providers of children with deaf-blindness

Over the past four years the census has ranged from 144 to 153 children who have attended school in 70 to 76 of the 296 public school districts in Washington State, two state schools for children who are deaf and blind/visually impaired, and private schools. The numbers of teams supporting the students has ranged from approximately 127 to 142.

Six hundred thirty-one (631) site consultations and 1,125 phone consultations were provided.

Recipients of technical assistance included 434 paraeducators and 2,293 educators (teachers, specialists, administrators, etc.)

The top priorities of technical assistance have been educational programming, language/communication, and assessment, primarily in that order.

4.0 Provide training to service providers

An approximate total of 3,500 parents, professionals and college students were trained.

Of the total trained, approximately 3,100 individuals received training at 31 statewide events. These generally were conferences and workshops sponsored through the Comprehensive System of Personnel Development and occur on a yearly basis. Examples: Vision Conference, Statewide Conference on Deafness, IDEAS, Paraeducators Conference, Interpreters Conference, Paraprofessional Conference, Early Childhood Special Education Institute, Statewide Conference on Deafness, IDEAS,

4.0 continued

Paraeducators Conference, Interpreters Conference, Paraprofessional Conference, Early Childhood Special Education Institute, Institute for People Working with Students, Who Have Moderate to Profound Disabilities, Summer Institute for Educational Interpreters & Teachers of the Deaf, Institute for School Staff with Students Who are Visually Impaired/Blind.

Of the total trained, approximately 375 received training through 17 project arranged events

25 individuals who function in some type of consultant role to individuals working with deaf-blind students received some form of specialized training to expand their skills. 16 were professionals working with birth-to-three year olds under Part H of IDEA who became the primary resource person in deaf-blindness within their agency. The 9 others received specialized training in communication or active learning.

5.0 Disseminate information to families, service providers, and communities

Approximately 300 books and videotapes were loaned to teachers and parents. Parents more often borrowed sign language video tapes than books and other references

Fourteen newsletters were distributed to a mailing list of 650 families and professionals. Newsletters contained information about specific techniques, training, and other resources.

Five to ten videos were produced each year for families and educational teams regarding individual student's progress and useful techniques specific to that child.

Approximately 1,500 brochures and inserts outlining project resources/services were produced and distributed annually.

Up to 45 packets of information were distributed annually to professionals and families of newly referred children.

A parent support directory was produced and distributed to all parents. In addition to local, state and national resources in deaf-blindness, the directory contained the names, contact information, and information about their child with deaf-blindness of parents willing to be available to other families.

5.0 continued

An extensive project report and informational packet was distributed once during the four years to all special education directors and lead school psychologists in all 296 school districts in Washington State, state schools, some private schools, and birth-to-three centers.

The project collaborated with other state sensory projects, agencies or community-based entities in hearing and/or vision to produce a display and other brochures for distribution to other communities and populations in which deaf-blind children might be included.

6.0 Collaborate and coordinate with other state agencies

An Advisory Committee of 12 individuals met twice a year to provide input to project activities and priorities. Committee members included the following representation: the Office of the Superintendent of Public Instruction, a school district special education director, vocational rehabilitation, three parents, Part C (formerly Part H)), the state schools for the deaf and the blind, Helen Keller National Center/Regional Representative, and teachers.

Ongoing communication and collaboration was achieved through regular meetings, joint training and project activities with the following primary projects/agencies:

Regional Education Agencies/Organizations
9 Educational Service Districts and local special education directors
Regional Student, Parent, Educator Cooperative Team

State Agencies/Programs/Organizations
Washington School for the Deaf
Washington State School for the Blind
14 OSPI State Discretionary Projects
Office of the Superintendent of Public Instruction (OSPI)
Parents and Friends for People with Deaf-Blindness
Department of Vocational Rehabilitation
Department of Services for the Blind

National Organizations
Helen Keller National Center/Regional Office
National Technical Assistance Consortium (formerly TRACES)

National Research Projects (collaboration)
- University of Washington – Dr. Norris Haring
- St. Luke's/Roosevelt Hospital Center –Dr. Harvey Mar
- Oregon Health Sciences University/Center on Self-Determination - Dr. Charity Rowland

Objective 7: Implement a process to monitor, evaluate and refine the technical assistance services provided by WSSCDB

The following tables are a four-year summary of the technical assistance evaluations returned by parents and professionals. The return rate of technical assistance evaluations from recipients of on-site technical assistance generally ranged from 50–65%.

1) **Changes and recommendations implemented**

Category of Response	Response Frequency
Communication	145
Environmental and curricular adaptations	116
Life Skills (including mobility and social)	58
Assessment, IEP, Placement, Transition, Futures Planning, Staffing	58
Materials and equipment	41
Affective changes	23
Total # of changes implemented in all areas	**441**

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Reason that changes or recommendations were not implemented

Reason given for inability to implement recommendations	Response Frequency
Staffing Problems (lack of appropriate staff, coordination, training)	21
Student (e.g., readiness, health)	12
Home & school collaboration	5
Lack of resources (e.g., materials, equipment	5
Physical barriers of the classroom	2
School Policy	1

Impact of implemented changes on quality of child's life

Category of Response	Response Frequency
Staff understands the challenges of the sensory impairments and accommodations needed by the student	138
Routines are more consistent	125
School staff is more confident	124
Team is working together	122
Environment is more predictable	114
Student is engaged in learning that will assist him/her to function more independently	108

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(Continued from previous chart)

Impact of implemented changes on quality of child's life

Category of Response	Response Frequency
Student has more communication	107
Student is interacting more with family, teachers and friends	104
School program is addressing the family's priorities	87
Student is more relaxed	76
Family is more relaxed	60
Student is more independent in self-help skills	54
Family is better able to advocate for child	43
Transition into new program was smooth	35
Student advocates more for self	31
Student is performing better in school subjects	29
Student requires less 1 on 1 attention or assistance	23
# of total changes noted by recipients	1,380

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2) **Area of requested assistance for next visit, if noted**

Category of Response	Response Frequency
General guidance (including communication and adaptations of curriculum and environment)	73
Transition	32
Home and school collaboration/training	25
IEP, assessment	22
Materials and equipment	7

3) **Suggestions or comments for the consultant, if any**

Category of Response	Response Frequency
Positive comments regarding value of assistance	99
Request for assistance in specific areas	29
Need for greater frequency of on site visitations	18

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Problems Encountered

A. Unfilled Staff Positions

A second western Washington project consultant position went unfilled due to a lack of qualified applicants. Utilizing the unencumbered funds we were able to hire independent consultants from within the state —available on a limited basis— and from out of state. These individuals most often provided technical assistance for teams of individual students.
We also were able to offer additional training to groups of teams or individuals—professionals and parents.

The unencumbered budget also was used to provide support and training to families of children with Usher syndrome. Three weekend workshops were held over the four years of the grant. The numbers of family participants are smaller than the family participants at the weekend sponsored annually by the project for all other children on the project census. However, the expense for the two is the same due to the numbers of sign language interpreters required for the Usher family weekend.

A second Family Support Partner position for eastern Washington was filled during the first year of the grant. Neither the first parent nor a second hired briefly during year two were able to continue due to family constraints. The western Washington Family Support Partner assisted when able and a third parent in eastern Washington was supported in obtaining some training. Additional support groups were offered to parents as an alternative, but the response remained low. Eastern Washington is rural and the population more sparse and scattered. Although this would seem, therefore, to be a greater reason for parent to parent support, we continued to have less response to this type of offered support.

B. Under-identification of children with Deaf-Blindness
Although the project census increased twelve percent during the four years, the potential census in Washington State might range approximately 43% to 100%

higher. Referrals increased following a two-year training of professionals working in birth to three programs in Washington State and have remained up from that source versus the years prior.

The project yearly mailed brochures and other referral information yearly to various sources of potential referrals. However, the greatest single source of increased referrals seems to result from onsite, face to face interactions between project staff and professionals working with children. The response often is "Oh, you mean children with that type of disability. Come and look at these two other students down the hall." An understanding of who deaf-blind children are and what deaf-blindness is remains a huge obstacle in child referral.

On the other hand, increasing the numbers of identified children becomes somewhat of a double-edged sword without the staff to respond to the training needs of families and professionals.

Implications for Policy, Practice, and Research

A. Training Approach

Training teams of people consisting of a minimum of one parent, the teacher and one other educational staff member is more effective than training one individual. Including team planning time related to specifics of the training at various times throughout the day more likely results in application. The training principles get implemented and changes more likely occur.

B. Higher Education Training Options

Trained educators and consultants are in short supply. Deaf-Blindness continues to be a low incidence disability. Few higher education opportunities exist specific to deaf-blindness. We are all competing for the same few individuals. It is difficult to recruit out of state personnel. The most logical people to train are those already committed to living and working in a region. The few higher education programs specializing in deaf-blindness must expand their offering to on line courses via the Internet and other flexible means. State deaf-blind

projects can collaborate with the higher education program to provide the on site practicum experience and supervision.

C. Definition of Deaf-Blindness

There continues to be confusion about the definition of "deaf-blindness" and its relation to that of "multiple disabilities." Deaf-blind children are often labeled as "multiply disabled." Few assessment personnel are trained in assessing deaf-blind children and their cognitive abilities.

D. Funding

Funding for projects supporting deaf-blind children needs to be increased to train more personnel and to support the needs of families and professionals. Overall, the census of deaf-blind children has increased with no increase in funding.

APPENDICES

Washington State Services for Children with Deaf-Blindness
1995 - 1999
Project Management Plan per Negotiations

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
1.0 Identify children with deaf-blindness.			
1.1 Notify all appropriate sources regarding the incidence of deaf-blindness, risk factors, federal definition and state regulations regarding deaf-blindness and services available from the project through letter, site visits, resource packets, brochure or training, at least annually.	Manager & Assistant	Annually	Mailing records
1.1.1 Inform the special education directors in the nine educational service district regions with brochures, posters, letters, annual director's report.	Manager	Annually	Mailing records
1.1.2 Inform service providers, teachers, communication disorders specialists, audiologists, families, and agencies such as the Deaf-Blind Service Center and the community service centers for the deaf and hard of hearing.	Manager	Annually	Mailing records
1.1.3 Inform private agencies and schools including Tribal and parochial schools, and the organization of home schoolers.	Manager	Annually	Mailing records
1.1.4 Inform professional organizations such as Washington State Registry of Interpreters for the Deaf and Washington Educators of the Deaf and Hard of Hearing through publications, conference presentations and poster sessions.	Team	Annually	Mailing records

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
1.1.5 Inform parent-to-parent groups such as PAVE, Parents and Friends for People with Deaf-Blindness, Families Together, Usher Family Network, and National Family Association for Deaf-Blind.	Manager	Annually	Mailing records
1.1.6 Inform infant and early childhood providers including developmental centers, family resource coordinators for each county (Part H) and Childfind.	Manager	Annually	Mailing records
1.1.7 Provide follow-up contacts with specific teachers, itinerant specialists, and families as suggested by special education directors, other professionals, and families.	Team Consultants	Per occurrence	TA records
1.1.8 Distribute posters and brochures to libraries, doctor offices, universities and community colleges.	Team	Ongoing	Monthly reports
1.2 Collect auditory and visual assessment information on referred children and place those who qualify on the census.			
1.2.1 Refer children with deaf-blindness to appropriate audiologists, ophthalmologists and clinics for vision and auditory assessments.	Manager & Assistant	Ongoing	Monthly reports
1.2.2 Notify families and service providers of newly qualified children.	Team	As needed	TA records
1.2.2.1 Send letter of qualification and information packet to families.	Assistant	Ongoing	Census Records
1.3 Provide 1-800 phone access for information and referrals.	Assistant	Ongoing	Published on disseminated materials (e.g., brochure)

ACTIVITIES	RESPONSIBLE PERSONNEL	TIMELINE	EVALUATION
2.0 Facilitate the involvement of families in the education of their children with deaf-blindness.			
2.1 Notify families of 1-800 number and project services via newsletters, annual family letter, brochures, and new-family packet.	Assistant	Ongoing	Published on disseminated materials
2.2 Provide at-home technical assistance regarding issues related to deaf-blindness.	Team Consultants	Ongoing	TA records
2.3 Provide counseling to families regarding issues related to deaf-blindness.	Team	Ongoing	TA records
2.3.1 Provide access to qualified counselors throughout the state.	Manager Counselor	Year 3 -4	TA records
2.3.1.1 Offer training regarding deaf-blindness and related counseling issues for selected counselors from different regions of the state.	Manager Counselor	Year 1-2	Training records
2.3.1.2 Provide practicum experiences for counselors in connection with regional parent support groups sponsored by WSSCDB.	Counselor	Year 2-3	Training records

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
2.3.2 Provide support group opportunities for parents in each of the nine ESD regions of Washington State once a year.	Team & Counselor	Yearly	TA Records
2.3.3. Provide support group opportunities at the Family Retreat Workshop and the Family Usher Workshop.	Manager & Counselor	Yearly	Workshop records
2.3.4 Provide up to three counseling sessions for newly diagnosed families, as requested.	Manager & Counselor	As needed	TA records
2.4 Provide a resource directory for families of local, state and national services regarding deaf-blindness .			Mailing records
2.5 Provide family weekend workshops.	Manager	Spring	Project records
2.5.1 Provide statewide family retreats conducted by the project and co-sponsored with other projects.	Manager & Team		

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
2.5.2 Provide multi-state retreat for parents of children with Usher syndrome.	Manager	Annually September	Project records
2.6 Provide support to parent groups as requested, for example, represent project at meetings, edit family newsletters, assist with mailings.	Manager & Team	As needed	TA records
2.7 Promote the involvement of families in the education of their children.	Team Consultants	Ongoing	TA records
2.7.1 Assist families during child transitions (pre-school, school, and post secondary).	Team Consultants	As needed	TA records
2.7.2 Support the involvement of parents and extended families in the program development of their child.	Team Consultants	Ongoing	TA records
2.7.2.1 Assist specific teams regarding participation and choices for individual children by expanding their daily schedules.	Team Consultants	Ongoing	TA records
2.7.2.2 Include family members in trainings with school and service providers to promote team efforts toward meaningful inclusion for children who are deaf-blind into school and community activities.	Team Consultants	Ongoing	TA records
2.7.2.3 Promote enduring social relationships for children who are deaf-blind by supporting inclusive activities with peers.	Team Consultants	Ongoing	TA records

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
2.7.2.4 Facilitate the involvement of deaf-blind adults in the community to serve as resources and role models to young people with deaf-blindness and their families.	Manager & Team	Ongoing	TA records
2.8 Assist families in creating a vision for their child's future (e.g., MAPs, future plans).	Team Consultants	Ongoing	TA records
2.9 Provide family members training opportunities to promote parent-to-parent support, mentoring, and role modeling.	Manager & Team	Ongoing	
2.9.1 Notify families of available trainings, conferences, and materials through newsletters and specific mailings of coming events.	Assistant	Ongoing	Mailing records Quarterly newsletters
2.9.2 Arrange for parents to attend workshops and trainings.	Assistant	Ongoing	TA records
2.9.3 Identify effective parents to be part of a team with project staff to work with families of children who are deaf-blind.	Manager & Team	Yr.1 & Yr. 2 Nov. - Jan.	Project records
2.10 Include family representation on project advisory committee.	Manager	Nov./April	Committee records
2.11 Support family representation on other relevant local, state and national committees.	Manager & Team	Ongoing	Project records TA records
2.12 Maintain communication with families through letters, newsletters and telephone contacts.			

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
3.0 Provide technical assistance to service providers of children with deaf-blindness.			
3.1 Notify service providers of technical assistance availability.	Manager	Annually Sept. & qrtly. Newsletter	Mailing log Newsletter
3.1.1 Assess specific need of each technical assistance request.	Manager & Team	Ongoing	TA records
3.1.2 Develop collaborative technical assistance plan including goals and objectives.	Team Consultants	Ongoing	TA records
3.1.3 Provide technical assistance and training to staff as needed.	Team Consultants	Ongoing	TA records
3 2 Facilitate technical assistance to respite providers and paraprofessionals.	Team Consultants	As needed	TA records
3.3 Assist multidisciplinary teams and educational teams in the development and implementation of IEP goals.	Team Consultants	As needed	TA records
3.4 Facilitate cooperative exchanges between experienced service providers and agencies and inexperienced providers and agencies to meet the needs of individual children with deaf-blindness.	Team Consultants	As needed	TA records

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
3.5 Facilitate team building and specific planning activities for individual students including such activities as functional assessments, Individualized Family Service Plans, futures planning, transition plans, meaningful inclusion and enhancing social relationships.	Team Consultants	Ongoing	TA records
3.6 Provide technical assistance to staff for functional vision and auditory assessment.	Team Consultants	As needed	TA records
3.7 Coordinate and develop transition goals with LEAs, parents, and state vocational rehabilitation services.	Team Consultants	As needed	TA records

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
4.0 Provide training to service providers.			
4.1 Provide training regarding deaf-blindness through established statewide systems.	Team	Ongoing	
4.1.1 Provide training at state conferences: •Vision Conference •Statewide Conference on Deafness •IDEAS •Para-educators Conference •Interpreters Conference •Paraprofessional Apprenticeship Conference •Perkins National Deaf-Blind Training Project (July 1996)	Team Consultants	Ongoing	Training records
4.1.2 Provide training at state summer institutes sponsored by the Comprehensive System for Personnel Development, including: •Early Childhood Special Education Institute •Institute for People Working with Students Who Have Moderate to Profound Disabilities •Annual Summer Institute for Educational Interpreters & Teachers of the Deaf •Institute for School Staff with Students Who are Visually Impaired/Blind	Manager & Team Consultants	June/July/ August	Training records

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
4.2 Provide project trainings to service providers.	Manager & Team		
4.2.1 Provide training on sensory loss at retreats and regional support groups to families, service providers, community counselors, and adult deaf-blind community members. (e.g., Statewide Family /Service Provider Retreat)	Team & Contracted Consultants	May/Sept.	Training records
4.2.2 Provide training in response to LEA and other service providers based on the identified needs of child and staff.	Team Consultants	Ongoing	TA records
4.2.3 Hire trained parents to present at workshops, seminars, and conferences.	Manager	Nov.-Jan.	Project records
4.3 Provide collaborative workshop with other 307.11 projects (UT, WY, MT, CO, NV) about communication, assessment, and intervention. (7/97)	Manager	Yr. 2 July	Training Records
4.4 Increase in-state expertise of professionals available to work with birth to three year olds with deaf-blindness as the state implements Part H of IDEA.	Manager & Team Consultants	Sept. 95- May '96	Training records
4.4.1 Participate in Statewide Project for Infants and Toddlers with Hearing and/or Vision Disabilities video conference seminars in each of the 9 ESDs. (9/95 - 5/96)	Manager & Team Consultants	May 96	Training records
4.4.2 Provide training for 9 trainees in deaf-blindness at Family Retreat. (5/96)	Team Consultants	Sept. 96- May 97 2x /year	TA records
4.4.3 Provide mentor visits to each of the nine trainees. (9/96-5/97)	Team Consultants	Yr. 1 Feb. - Sept. Yr. 2 Ongoing	Project & TA records
4.5 Identify and develop site(s) for educator-to-educator collaboration and trainings.	Team Consultants		

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
5.0 Disseminate information to families, service providers, and communities.			
5.1 Provide lending library of books, videos, and periodicals.	Team	Ongoing	Project records
5.1.1 Purchase materials and books based on family and service provider needs and recommendations.	Assistant	Ongoing	Project records
5.1.2 Publish new acquisitions in newsletters and distribute listings of available lending library materials.	Assistant	Quarterly	Newsletter
5.1.3 Loan materials and books as requested.	Assistant	Ongoing	Library records
5.2 Attend public hearings and community forums.	Manager & Team	As needed	Project records
5.3 Develop, produce and make available a variety of materials.	Team	Ongoing	Products
5.3.1 Make available videos of technical assistance and training regarding specific technical assistance, strategies and curricula needed in a deaf-blind student's education or home program.	Team Consultants	Ongoing	Product/videos
5.4 Produce and distribute a quarterly newsletter, including contributions from students and deaf-blind adults who have Usher syndrome .	Manager & Assistant	Yearly Dec./March/ June/Sept.	Newsletter
5.5 Produce and distribute informational materials regarding project services, such as a project brochure, poster, and packets.	Team	Ongoing	Products

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
6.0 Collaborate and coordinate with other state agencies			
6.1 Maintain communication with state and local agencies relevant to deaf-blindness, including transition plan of students exiting school.	Team	Ongoing	Project/TA records
6.2 Attend meetings of statewide projects/agencies responsible for children with combined hearing and vision disabilities including the following: Vision Co-operative, Eastside Vision Services, educational service district and local education agency special services directors, OSPI Summer Institutes, Regional Student Parent Educators Cooperative Team for Deaf and Hard of Hearing Students.	Manager	Ongoing	Project records incl. minutes
6.3 Maintain and utilize input from advisory committee including representatives from Office of the Superintendent of Public Instruction and other relevant state agencies (Department of Social and Health Services/Division of Developmental Disabilities, Department of Vocational Rehabilitation, Birth to Three Services) and projects .	Manager		
6.3.1 Hold biannual meetings alternating between the east and west sides of the state.	Manager	Yearly Nov./April	Meeting notes
6.3.2 Include on the committee representation from rural and urban communities as well as families, service providers and deaf-blind community members.	Manager	Nov./April	Committee roster
6.3.3 Include parents and deaf-blind community members involved in the Usher "Bridges " project	Manager	Nov./April	Committee roster

ACTIVITIES	RESPONSIBLE PERSONNEL	FREQUENCY	DATA COLLECTION
7.0 Implement a process to monitor, evaluate and refine the technical assistance services provided by WSSCDB.	Manager		
7.1 Monitor the timely implementation of project objectives monthly via staff reports.	Team	Monthly	Reports of project activities
7.2 Collect quantitative data regarding project objectives through the monthly reports of staff members.	Team	Ongoing	TA and training evaluations Monthly reports
7.3 Collect qualitative data regarding project objectives.	Team		
7.3.1 Collect measures of satisfaction and new knowledge following technical assistance and training activities.	Team	Ongoing	TA records/ evaluations
7.3.2 Determine measures of effectiveness with input of constituencies and the Advisory Committee.	Team	Years 1 - 4	Advisory Committee records
7.3.3 Implement processes determined by Committee.	Team	Years 2 - 4	Evaluations

DID YOU KNOW...?

Out of every 1000 school-age children...

1.5 children have visual impairments,

9-12 have hearing impairments,

AND

2 out of every 1000 children in special education are deaf-blind.

Call us for more information!
800/572-7000 V/TTY
206/439-6937 V/TTY
206/439-6966 TTY ans. machine
206/439-3961 FAX

E-mail addresses:
fankhaus@psesd.wednet.edu
shoneycu@psesd.wednet.edu
bhuven@psesd.wednet.edu
kkeller@esd101.net
cmasten@gte.net

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PUGET SOUND
Educational Service District
Washington State Services for
Children with Deaf-Blindness
400 SW 152nd Street
Burien, WA 98166-2209

WASHINGTON

State Services for Children with Deaf-Blindness

Information and Assistance for Individuals Who Are Deaf-Blind

PROJECT PURPOSE:

To enhance educational services to all children and youth, birth through 21 years of age, who have the dual sensory disability of deaf-blindness.

ELIGIBILITY:

1. Individuals from birth through age 21 who have diagnosed or suspected auditory and visual impairments ranging from:

   - partial sight to total blindness,

   and

   - mild to profound hearing loss,

   which create severe communication and other developmental and learning needs requiring special education and related services.

2. Infants and toddlers from birth through age 2 who are at risk of having substantial developmental delays in hearing and vision if early intervention services are not provided.

Note: Many children have disabilities in addition to deaf-blindness. These might include medical conditions, mental retardation, developmental delays, etc.

SERVICES INCLUDE:

- Information for families, educators, and other professionals
- On-site technical assistance (e.g., training, one-on-one consultation, in-service workshops, program design and review) for families, educators, and others based on individual child needs
- Referral to other local, state and national resources
- Family support through parent-to-parent links, counseling, and family weekends
- Lending library with books, videos, articles and manuals
- Newsletters and project mailings for current information on deaf-blindness

Services are provided statewide at no cost to families and service providers.

MAJOR CAUSES OF DEAF-BLINDNESS:

- Syndromes (e.g., Usher, Down, Trisomy)
- Congenital prenatal dysfunction (e.g., AIDS, rubella, herpes)
- Multiple congenital anomalies (e.g., CHARGE association, maternal drug abuse)
- Post-natal causes (e.g., asphyxia)
- Prematurity
- Unknown

STAFF:

Marcia Fankhauser, Ed.D.
Project Director

Sandy Honeycutt
Project Specialist

Bob Huven, M.Ed., C.S.C
Western Washington Consultant

Kathee Keller, M.Ed.
Eastern Washington Consultant

Carrie Masten
Family Support Partner

Washington State Services for Children with Deaf-Blindness
400 S.W. 152nd St.
Seattle, Washington 98166-2209
(206) 439-6937 or 1-800-572-7000

TECHNICAL ASSISTANCE EVALUATION

Following the provision of technical assistance to families and service providers we collect follow-up information for several reasons: to gain information regarding the benefits of our assistance, to provide direction if further assistance is needed, to report our activities and progress as required by our federal and state funding authorities.

Please respond to the following questions and return it to our office as soon as possible. Your feedback is valuable to us!

THANK YOU!

Your Name: _____

Address_____

Consultant's Name_____

Date(s) of Assistance_____

1) Were specific recommendations or changes made?

_ Yes [ ] No [ ]Do not know [ ]

Which changes/recommendations are now implemented?

_____
_____
_____
_____

Were any changes/recommendations unfeasible?
Please elaborate:_____
_____
_____
_____
_____

In what way(s) have the changes affected the quality of your child's or student's life?

Note: The term "student" will be used to mean "child" as well in the following list. Keeping that in mind, please check all that apply to you as a professional or to you as a parent/guardian.

__ student is more independent in self-help skills
__ student has more communication
__ student is interacting more with family, teachers and friends
__ family is more relaxed
__ student is more relaxed
__ school program is addressing the family's priorities
__ school staff is more confident
__ routines are more consistent
__ environment is more predictable
__ student advocates more for self
__ transition into new program was smooth
__ team is working together
__ family is better able to advocate for child
__ student is performing better in school subjects
__ student requires less 1 on 1 attention or assistance
__ student is engaged in learning that will assist him/her to function more independently
__ staff understands the challenges of the sensory impairments and accommodations needed by the student
__ other:

_____
_____
_____

2) Do you and the consultant from the project office have further plans for this or next year? Yes [ ] No [ ]

If yes, please explain:_____
_____
_____

If no, do you need additional assistance? Please explain your need, if so:_____
_____
_____

3) Do you have any specific suggestions for the consultant/project staff regarding how he/she/they worked with you, your family, child, or school personnel? Yes [ ] No [ ]

If yes, please explain:_____
_____
_____
_____